



St. John's C.E. Primary School, Rising Bridge

Handwriting Policy	
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Date	July 2022
Review Date	July 2024

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Handwriting Policy

1. VISION

We are a safe, loving, supportive, Christian family which values each child's individuality and uniqueness created in the image of God. We nurture the talents given by God to inspire pupils to achieve and succeed, and foster a sense of awe and wonder of God's world:

- Form foundations of lifelong faith through Gospel values and sincere, meaningful prayer.
- Guide Pupils to determine their own personal moral values, and a respect and understanding of other races, religions and ways of life.
- Develop future citizens who cherish the world in which they live and their responsibilities within it.
- A curriculum which has a breadth of experience and equality of opportunity for all.

2. INTENT

At St John's we aim to inspire our pupils to acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve. Our intent is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride. We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing by:

- providing equal opportunities for all pupils to achieve success in handwriting.
- producing clear, concise, legible handwriting in all areas of the curriculum.
- developing accuracy and fluency.
- helping children recognise that handwriting is a form of communication and as such should be considered important in order for it to be effective.
- promoting confidence and self-esteem.
- encouraging children to take pride in their work.
- helping children recognise that handwriting as a life-long skill and will be a fundamental element of all forms of written communication throughout their lives.
- adopting a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays/resources.
- having a consistent whole school approach to the teaching of handwriting.

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2013) which details specific requirements and expectations for the teaching of handwriting from Year 1 to Year 6. At EYFS requirements and expectations for writing development are detailed in the Physical Development and Literacy section of the Statutory Framework for Early Years Foundation Stage (2021).

In Early Years Foundation Stage children will access a range of learning opportunities to develop essential pre-writing skills.

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They will develop fine motor skills, fastening, buttons, pull up a zip, threading, tweezers, cutting, pinching clay. The children will access a range of activities that requires them to grasp small objects: Making collage pictures using pieces of wool or string, decorating iced biscuits with small cake decorations, posting small items into narrow necked bottles.













The children will learn to sit in the correct position and hold a pencil correctly to allow fluid movement of the nib. They will hold a pencil using a tripod grip for writing and will be encouraged to correct any errors in grip and will understand the language "patter" to describe pencil movements in preparation of letter formation.

Children in EYFS will form their letters according to Read, Write. Inc.


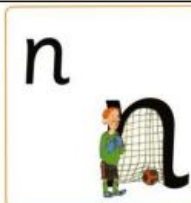
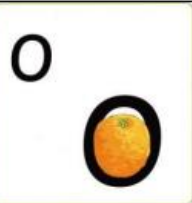


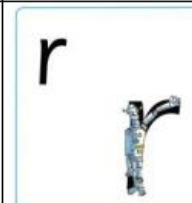

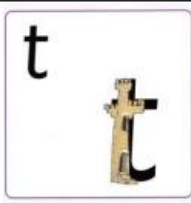
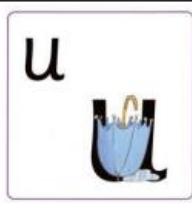



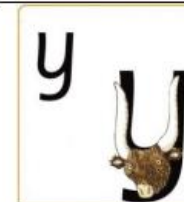
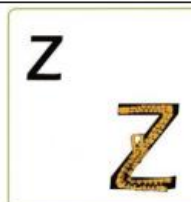
Pencil grips and triangular pencils are used to encourage a good grip, and children are monitored so that they do not hold the pencil too tightly which produces tension in the arm and shoulder. Children who are left handed are encouraged to tilt their work clockwise so that they can more easily see what they have written. Children are provided with a designated 'writing area' to give status to their early independent writing and develop a positive attitude to the act of writing, and left-right orientation is encouraged.

By the end of the foundation stage, most children are able to use a pencil, holding it effectively to form recognisable letters, most of which are correctly formed.

Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>

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 <p>Down Maisie, mountain, mountain.</p>	 <p>Down Nobby and over his net.</p>	 <p>All around the orange.</p>	 <p>Down the pirates plait and around his face.</p>	 <p>Round her head, up past her earring, down her hair, and flick.</p>	 <p>Down the robots back and curl over his arm.</p>
 <p>Slither down the snake.</p>	 <p>Down the tower, across the tower.</p>	 <p>Down and under, up to the top and draw the puddle.</p>	 <p>Down a wing, up a wing.</p>	 <p>Down, up, down, up.</p>	 <p>Down the arm and leg, repeat the other side.</p>
 <p>Down a horn, up a horn and under head.</p>	 <p>Zig-zag-zig.</p>				

From Year 1, the children will understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'. They will learn that letters are part of "Letter Families" and will begin to form recognisable joined-up cursive letters, capital letters and numerals.

Lower case letters:

a b c d e f g h i j k l m n o p q r s t u
v w x y z

Capitals:

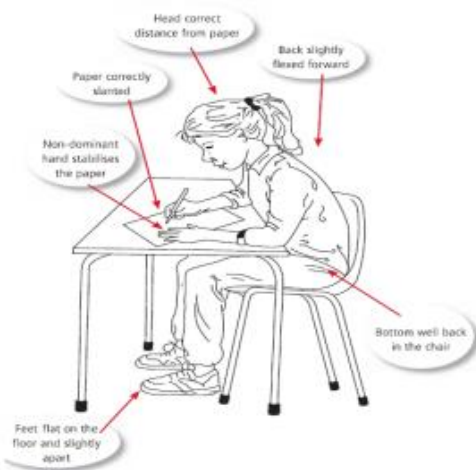
A B C D E F G H I J K L M N O P Q R S T U V
W X Y Z

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Numbers:

1 2 3 4 5 6 7 8 9 0

Correct sitting position:



Correct Pencil Grip:

Tripod Grip



Key Stage 1

In Key Stage 1, building on the Foundation Stage, pupils develop a legible style. This is achieved by reinforcing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportions are taught in line with our agreed handwriting style. Children use joined handwriting for all writing, except where other special forms are required. Formal handwriting practice is undertaken twice a week for 20 minutes each session for Year 1. Individual letter formation is consolidated and similarly formed letters are joined together.

Formal handwriting practice is undertaken at least twice a week in Year 2, for 20 minutes each session, and spelling patterns and letter strings are rehearsed to reinforce and improve spelling skills. Handwriting practice can be included in homework in Year 1 and 2. Specific needs of individual pupils are met through individual or small group support with the teacher or teaching assistant.

Key Stage 2

In Key Stage 2 pupils handwriting speed, fluency, and legibility are built up through practice. Children use joined handwriting for all writing unless other specific forms are required, e.g. printing on a map, note taking, posters etc - appropriateness to the task being paramount. Children will begin to use a handwriting pen for the majority of classwork where appropriate.

Teaching generally occurs outside the English lesson, although shared and guided writing provides many opportunities for modelling and monitoring of handwriting. There are times at both key stages when this aspect of writing is a focus for attention and more time is devoted to the objectives relating to handwriting and presentation.

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Discrete Handwriting Lesson

Discrete teaching requires clearly structured and focused teaching and learning. It involves explanation, demonstration and practice of the skill of handwriting. This skill can then be applied or used in contexts across the curriculum. Discrete teaching can help to prevent poor handwriting by clearly indicating the relationships between letters and the relationship of each letter to the writing base line.

In the discrete teaching of handwriting, each lesson should have a clear and simple focus (eg the correct formation of a single letter, revision of a group of letters such as those requiring clockwise movements, the introduction of a particular aspect of linking such as hooks, or the practice of linking letters in commonly found patterns). Letters should be taught in letter family groups and their similarities and differences should be stated clearly as this reduces the amount of new information to be learned as each new letter or type of linking is introduced

Expectations of All Adults

All adults in school are the most important role model for presentation and high expectations. They are responsible for modelling good practice, ensuring all children understand and follow handwriting expectations and intervene to ensure all children present their work to the best of their ability.

Therefore, **all staff must:**

- Have high expectations of children's work and the way it is presented;
- Regularly remind children of expectations for handwriting and presentation.
- Communicate clearly to children expectations for the presentation of their work;
- Monitor children's handwriting daily and provide adequate time for them to respond to feedback and marking.
- Encourage children to monitor their handwriting, presentation, edit their own work and provide strategies for presenting it appropriately.
- Ensure that children are following the school handwriting policy in all pieces of work;
- Model the school handwriting script at all times including on the board and in marking.

Inclusion and Equal Opportunities

All children will have the opportunity to develop their handwriting skills of legibility and fluency. However, some pupils may need more support and a specific individual, (Individual Education Plan) or group programme would be implemented and monitored closely by the class teacher and SENCo. Outside agencies, such as Occupational Therapy would be consulted as necessary.

It is recognised that it is essential for all children, especially those pupils with specific learning difficulties, to be closely observed when learning the correct formation of individual letters. This will ensure that posture, pencil grip and pressure, letter formation and placement are monitored and supervised to avoid the development and reinforcement of unhelpful habits.

Pupils who experience difficulties in fine motor movement will be given lots of opportunities to develop control through rehearsal with large body movements.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision. It is particularly important that left-handed children are seated on the left of a right-handed child so they are not competing for space. Teachers are aware that it is difficult for left handed children to

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follow handwriting movements when a right-handed teacher models them. Teachers or Teaching Assistants demonstrate to left-handers on an individual or group basis using their left hand as appropriate. Pencil grips, thicker pencils, triangular pencils and wider lines will be used by children who experience problems writing.

Assessment, Monitoring and Moderation

The handwriting skills developed in this policy must be applied to all pieces of writing the children do.

Teachers ensure the application of handwriting skills by:

- Reminding children of standards of writing and presentation at the beginning of lessons across the curriculum
- Sometimes having handwriting as a lesson objective across the curriculum
- Comparing handwriting in handwriting books with writing in other books across the curriculum
- Ensuring children improve the presentation of their work if it falls below school expectations
- English Subject Leader and/or Senior Leadership Team to monitor handwriting and presentation in books from across the curriculum regularly and provide feedback to teachers
- Teachers model good handwriting skills at all times. They follow the handwriting policy when writing comments in children's books.
- Children are rewarded by their teacher with a sticker if handwriting is consistently good in their books and rewarded with a certificate if handwriting is consistently good across a range of books.
- Children are rewarded by SLT with a handwriting pencil/pen if handwriting is consistently good across a range of books.
- Focused handwriting lessons are planned for target groups and/or individuals who require additional support. The amount of lessons needed is dependent upon the needs of the children.

PARENTAL INVOLVEMENT

At St John's CE Primary School we believe that parents play a vital part in their child's education and as such, we attempt to involve them at every level of their child's learning in English.

CONCLUSION

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Handwriting Policy

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

Computing Policy

Equal Opportunities Policy

Health and Safety Policy

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